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ABSTRACT

This paper synthesizes the results of three case studies that focus on urban and suburban elementary teachers who are engaged in new roles: as learners, as clinical educators, and as leaders. Results of the studies suggest that epistemological issues; workplace contexts; and an ethic of care, which is especially noticeable in collegial relationships, have considerable impact on teachers as leaders and learners. The first case study examined interactions among the school- and university-based faculty who, for two terms, were co-teachers of a social studies methods course. The second study investigated teachers in the role of clinical educators, i.e., school-based teacher educators who are involved in teacher preparation, beginning teacher support, teacher development, and school and college professional development, as well as maintaining a significant classroom role. The study investigated factors that affect teachers functioning as clinical educators in a professional development school and a university setting. The third case study investigated six veteran teachers, recognized by their colleagues as leaders, and identified attributes shared by these teachers. Among the issues that emerged from the case studies are: the isolation sometimes experienced by teachers who step outside their traditional roles, the importance of personal support for these teachers, and the manner in which differences between university and school culture influence the ways teachers function in new roles. (Contains 24 references.) (IAH)

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Paper presented at the 1994 Annual Conference of the Association for Supervision and Curriculum Development, Chicago, IL.

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Changing Contexts for Changing Roles: Teachers as Learners and Leaders in Universities, Professional Development Schools, and School Districts

This paper elaborates factors that affect teachers' learning and leadership as they engage in new roles. Teachers and researchers involved in three separate case studies discuss school and university contexts and relationships critical to effective teaching, learning, and partnerships among participants of the educational community. The case studies focus on teachers as learners, teachers as clinical educators, and teachers as leaders.

Introduction

This paper is a synthesis of the results of three qualitative case studies of elementary teachers in urban and suburban districts. Case Study A examined the roles of teachers as learners within a school/university partnership involving co-teaching; Case Study B investigated factors affecting teachers as clinical educators in a professional development school and university setting; and Case Study C focused on teacher learners and leaders within their schools and school district.

By referring to the combined results of the studies, we argue that epistemological issues (knowledge and power, knowledge and expertise, practical and professional knowledge), workplace contexts, and an ethic of care (especially noticeable in collegial relationships) impact heavily on teachers as learners and leaders, particularly as they engage in new roles. We posit that if we want successful, effective teacher leaders and strong school/university partnerships, then we must work toward providing contexts that encourage teacher learning and support opportunities to investigate new meanings for teaching and learning.

Case Study A: Teachers as Learners

Several recent reform efforts have concentrated on school/university partnerships as one way to improve education (Holmes, 1986; Sirotnik and Goodlad, 1988). Case Study A investigated the interactions of university-based and school-based personnel engaged in collaboratively teaching a social studies methods course during an autumn and winter academic term (Hohenbrink, 1993). The co-teachers included a university professor, two elementary school teachers, and a graduate student with experience as both a teacher and a principal. The university was in its first year of implementing professional development school (PDS) sites where university and school-based personnel would work together. The methods course, however, was co-taught on the university campus.

The literature typically characterizes schools as resisting change or having difficulty initiating change. Sarason (1971) provided a glimpse of the problem faced by researchers requiring the cooperation of children and/or teachers in school situations:

> . . . [O]ne of the most frequent reactions [outsiders] come away with is that the school is a "closed" place that views with marked suspicion any outsider who "wants in" in some way. . . . The adjectives that the puzzled outsider applies most frequently to school personnel are *insecure, uncooperative, paranoid,* and *rigid.* The adjectives vary, depending on how far beyond the principal's or superintendent's office the outsider gets. (p. 10-11)

As Ervay and Lumley (1988) point out, the fault does not lie with schools alone:

> Universities are insulated so well from the vicissitudes of governmental decision makers that they are often held captive by a form of lethargic scholasticism. Those differences become painfully obvious when attempts are made to create partnerships between universities and schools. (p. 10)

School and university personnel inhabit different worlds and tend not to appreciate or understand each other's cultures. An assistant superintendent (cited in Watkins, 1990) noted that "we can't expect that university researchers and school practitioners will automatically work well together right away. Traditionally, they have not worked well together" (p. A20). One difficulty inherent in interaction between the two cultures is reflected in the comment of a school principal: "What do university professors do all day if they only have to teach two classes a week? Why can't they give an evening a quarter [per term] and come and talk to these overworked [elementary] teachers" (Hohenbrink, PDS meeting, 11/12/91). The university- and school-based teachers in the case study were well aware of potential difficulties when they decided to engage in co-teaching.

School/University Collaborative Teaching

The initial experience of co-teaching underscored the necessity of discussions about collaboration and planning if co-teaching was to involve more than just teachers "helping out" with the university professor's existing course. There had been little time to plan before co-teaching began and the usual amount of time for weekly class planning was only one and a half hours.

By the end of the co-teaching experience, the importance of participants' commitment to talking together about each other's purposes and expectations was explicitly acknowledged. Differences in views of collaboration, parity, and equity were also evident and personal thoughts of one's knowledge base were recognized as influencing how each operated within the group. There was vague talk about

collaboration and the possibilities of working within the ambiguity of individual definitions of parity and equity, but this topic was not explored deeply enough to arrive at a consensus of definition.

However, the co-teachers did conclude that when there are different knowledge bases, there can be different power positions as well. The implications of these power inequalities were problematic and could not be ignored. Some inequalities arose because of the implied hierarchy of theoretical or professional knowledge (university) over practical knowledge (school). This power balance can be shifted in two directions: It is just as possible for school-based teachers to de-value the information from the university ("too ivory towerish") as it is for university-based teachers to dismiss knowledge from the school ("too practical"). Yet the implied hierarchy was complicated by the two school-based teachers' assumption that the certification students taking the methods course would value university theoretical knowledge over their practical knowledge.

None of the co-teachers had had experience with collaborative teaching prior to engaging in this school/university partnership; thus, issues arose that had not been foreseen and some were difficult to discuss as a group. The participants were unable to explicitly discuss how different relationships affected their working together, how their different styles of learning and teaching were to be incorporated in the co-teaching, and how time issues were comfortable or pressing to individuals because of constraints imposed by their professional/personal schedules.

Questions

This case study raised more questions than answers, reflecting an hypothesis proffered by Donmoyer (1990):

> Case study research might be used to expand and enrich the repertoire of social constructions available to practitioners and others; it may help, in other words, in the forming of questions rather than in the finding of answers. (p. 182)

Specifically, the questions include:

1. Is it practical to expect people who do not know one another well to talk about professional issues surrounding teaching and learning?

2. Is there presently enough time available for university and school faculty to engage in collaborative teaching? How could time be structured in more productive ways?

3. How do university and school teachers deal with mundane problems of schedule differences?

4. Can some individuals work collaboratively more readily than others? If so, why?

5. How can differences in knowledge bases be valued?

6. If there are implied inequities among co-teachers, how do they share course work?

7. How can positive relationships be built from unequal positions? How much time together does it require? What roles do predispositions and contexts play in enhancing collaborative skills?

Case Study B: Teachers as Clinical Educators

Part of the proposal to create collaborative and authentic relationships between schools and universities has included the idea of establishing new roles for teacher leaders and providing time for collegial decision making, classroom research, and mentoring of teachers. One such relationship has been the implementation of professional development schools. An essential element of the PDS rationale is the concept of teachers as professionals (Carnegie, 1986; Holmes, 1986; Levine and Gendler, 1988; Whitford and Hovda, 1986): Teachers are envisioned as knowledgeable and committed professionals with greater decision making power concerning their work and with willingness to accept responsibility for their judgments.

The clinical educator role is one example of how relationships and responsibilities among university faculty and school-based teachers are being reexamined and redesigned. Clinical faculty members are defined in this study as school-based teacher educators who, while continuing to maintain a significant role in the classroom, assume responsibilities involved in teacher preparation, entry year support, on-going teacher development, and professional development in both the school and College of Education (College of Education Document, The Ohio State University, 1992). As in Case Study A, the university/school partnership, as well as the dual environments in which the clinical educators worked, had a significant impact on their learning.

Experiences Enabling Learning and Leading

The four participants in the case study (Sherrill, 1993) had a history of being learners, innovators, risk takers, and leaders prior to undertaking their new role of clinical educator. The positive learning outcomes of their pilot clinical educator role included collaborative interaction with colleagues in higher education, collaborative interaction with a co-teacher in their own classroom, and increased time flexibility. Although each area was considered to be a positive experience by the conclusion of the study, such was not the case when the participants initially undertook their new roles.

Collaborative interaction with university colleagues.

Interaction with colleagues in higher education was valued by each participant. As one teacher noted:

> I don't think I'm enjoying this any more than teaching full-time, but I am enjoying the variety of activities that I'm engaged in. I really like the interaction that I'm having with the university people -- that's a new perspective, so that's been very positive.

A second participant concurred:

> I love to sit and talk with the university professors and explore new ideas. They like to hear from me too, so I feel valuable because they like to know what is going on in the classroom and in the school.

Collaborative interaction in the classroom.

The participants also recognized, with a great deal of surprise, the value and benefit of sharing a classroom with another professional. Initially, they had expressed concern over the effect of their new role on their classroom. However, the collaboration that developed between the participants and their "second half"

was later viewed as one of the most positive aspects of their experience. As one teacher noted, "I think there is always value in having to make your practice explicit to other people and I have certainly had to do that."

In two instances, beginning teachers were paired with clinical educators. Both novices expressed a great deal of satisfaction and appreciation for having had the opportunity to work with an experienced colleague. The shared teaching assignment was not only mutually beneficial to the participants, it also served as an example of an alternative instructional delivery system for other teachers in the building.

Increased time flexibility.

Just as the participants were initially suspicious of sharing a classroom, they were equally frustrated about how to manage their time in relation to their new roles and environments. They soon discovered that they were no longer tied to a 30 minute lunch period or daily hall duty. However, it took them almost three months to feel comfortable meeting the researcher for lunch during the school day in order to be interviewed. As they realized that their days were no longer set by class periods from morning to late afternoon, they began to view time flexibility as a major advantage of their new role. Said one participant:

> I actually have time to think and reflect upon my work. My new role has also helped me to see the importance of dialogue with colleagues, which of course, takes time. I no longer feel guilty about taking time during the day to journal or read a professional article.

Impediments to the Professional Growth of Clinical Educators

The participants' emerging roles created a unique set of tensions and barriers, many experienced by all of the clinical educators because of the culture and conditions of service. Frustrations were often the result of having one foot in the university and the other in the school, a "bridge" created by the clinical educators but one that endured major stress. The three most evident impediments were institutional bureaucracy, access to the university, and the status of the clinical educator role.

Institutional bureaucracy.

A significant factor in the success of PDS projects and the implementation of clinical educator roles is the support of middle management. In this case, even though district superintendents, presidents of educational associations, the leadership of the College of Education, and members of a PDS Policy Board endorsed the concept, support was not fostered in the schools and the college. An example of the tensions associated with the new role is best illustrated by the remarks of one of the clinical educators:

> The two principals talked it over among themselves and said, "We're going with this and we're going to send [a proposal] in" and they didn't ask me for any input. I felt funny at the time. I thought, "Do I just say, 'Excuse me, let me say something,' or is this their position to make a final decision?" It put me in a spot that I didn't quite know how to handle and I think that's when I first started to raise the issue of what my role is and what is the role of the administrators.

Access to the university.

A second barrier described by the clinical educators involved access to the university. Whether access was defined as finding a parking spot, using the library, or locating work space on campus, the physical barriers confronted by the participants sent a clear message to all of them: They were not viewed as faculty members and they were not entitled to the "amenities" afforded their university colleagues. One participant who taught a course on campus elaborated the difficulties:

> On Mondays, well everybody must have class on Monday because sometimes I just drive around until 11:00 looking for parking. On the first day of class, I was supposed to be in room 385. Well, 385 is a broom closet. I had 27 students show up; the capacity on the outside of the room says 15 and, in actuality, it looks like it will fit 10. The students sat on tables, chairs, and the floor that first day. Now, you'd think that getting another classroom would be relatively simple, but not here. I was told I'd have to stay in that room until February. Well, we finally figured out a way to find a larger room, but the location varies every week. So the students and I have a room schedule for the quarter so that we can remember where we're supposed to be each week. It didn't make any sense to wait for the bureaucracy to find me a stationary class.

Status of the clinical educator role.

Aside from encountering school-based colleagues who were jealous or apathetic, the clinical educators found that university faculty not directly involved in their PDS projects were disinterested and that building principals tended to maintain a "hands off" approach. The isolation and invisibility experienced by the participants in their own school site was mirrored to a certain degree at the university. The concern of not being able to institutionalize the role within either culture was expressed by one clinical educator:

> I don't think we're setting up paths for interactions between clinical educators and faculty members outside of our own PDS projects. I think each clinical educator has a department in which they could have influence.

Despite the barriers, a supportive PDS team and collegial connections within the PDS project generally minimized the tension related to status and position.

Case Study C: Teachers as Learners and Leaders in Their School District

Case study C was initiated to investigate the personal and professional renewal of six veteran teachers who had been nominated by colleagues as exemplary elementary school teachers (Collinson, forthcoming). Although this study initially focused on teachers as *learners*, it became apparent almost immediately that these teachers have also been recognized as *leaders* by their school district, union, community, and/or various organizations. All six participants have served in different roles (from participating on district curriculum writing teams to organizing a conference), although at the time of the study, two had also served term appointments as district consultants and one as the union's governor-at-large representing all elementary teachers in the district.

As Gardner (1990) notes, not all learners are leaders, but effective and recognized *leaders* are both learners and teachers. Further, he points out that leaders not only shape the culture in which they work, but at the same time are also shaped by their culture. What this investigation clearly revealed is that the teachers' journey toward exemplary teaching and continuous renewal has been supported in large measure by five attributes they have learned, attributes that are incorporated

into their work and interpersonal relationships. The teachers have, in turn, also been influenced by their workplaces and the degree of collegiality where they work, be it as a classroom, school, or district teacher leader.

Teacher Attributes

The teachers share five attributes that strongly influence how they approach learning and teaching:

1. a *disposition* to question, reflect, seek alternatives, weigh consequences, and move toward increasingly good judgment. This allows them to analyze their work and to use their knowledge and resources (often their network of colleagues) to find other possible approaches to try to solve problems and help children learn in individual ways.

2. their *knowledge* of children, curriculum, the workplace, and the community. They alter, ignore, challenge, or adapt curriculum to their context and to what they think will help the group of students they have at the time. Rather than taking a passive role, they get involved on curriculum writing committees, negotiating teams, promotion/retention committees -- any role that allows them to voice their opinion or that offers a modicum of influence on their primary concern: teaching children in the best possible ways they can find. In leadership roles within the district, their focus continues to be the improvement of learning for children.

3. a deep *belief* that education is important and that as teachers, they can make a difference in the lives of some children. This belief is closely linked to a work ethic that demands doing a job well and finding ways "to make it better." The

participants are not unrealistic about what they as an individual can accomplish, but as one teacher put it, they "believe in small miracles." Those small miracles sustain and give meaning to the lives of these teachers.

4. an appreciation of the whole educational *community* -- classroom teachers, parents as teachers, teacher educators, and researchers -- as resources for and contributors to children's and adults' learning. Over time, the teachers' scope of awareness, involvement in, and contribution to the profession has shifted from their classroom to the school, the district, the state, and then the national and international arena. The broader their scope of awareness and involvement in the field of education, the greater their participation as leaders and the deeper their understanding of the many roles within the educational community.

5. an explicit set of *ethics* they have come to value and that they teach to their students. These were clearly articulated and are consciously "taught" to students, largely through modeling. They include problem finding, problem solving, risk taking, flexibility, respect for others, decision making skills, positive conflict resolution, doing one's best, satisfaction and pride associated with effort and work, and continuous learning.

Leadership and Learning

Almost all schools with a collaborative culture claim to have teacher leaders who are receptive to trying new ideas, capable of inspiring others, and willing to share in solving individual or school problems (Rosenholtz, 1989, p. 64-66). That the teachers in this study have not regularly had this kind of support

and encouragement indicates that their renewal has not been enthusiastically supported to the degree it could have been, given such responsive learners. As the following poignant comment indicates, teachers can only imagine or occasionally glimpse how administrators' control or lack of knowing how to encourage them has affected their learning.

> I think a principal encouraging people to stretch their wings, to fly a little bit higher than they did before, really makes a difference. I don't think I've ever had one who really wanted you to stretch your wings. I think sometimes they might have been afraid of what might happen if you would. (Mary)

The teachers in this study continuously seek opportunities to "stretch their wings" but recognize that they need some colleagues with the knowledge and ability to enable them to find those opportunities.

Rarely did the teachers in this study find those qualities in colleagues in a position of power. While the teachers have occasionally worked for principals who have supported their teaching and appreciated their efforts to learn and lead, only one of the participants has had the kind of relationship that pushed her professional renewal and desire for renewal to new heights. That teacher was briefly appointed as a district resource leader; her supervisor became her mentor.

> I only had that job with Cindy for a very short time, but I can't tell you how much I learned. It was my "doctorate" [laugh]. That's how I figure it. It was wonderful! It was then that I really read Lucy Calkins and Donald Graves and got into the whole philosophy of the thing, and learned to put all these wonderful words with what I had been doing, but I didn't have all the right labels for. It was great! I loved it! Cindy made me feel so confident. I could get out and tackle the whole school system -- stand up for what I believe. She believed in me: told me guidelines of what I was to accomplish and headed me in the right direction and pretty much trusted me. It was a trust she had in me to

> go out and inservice and say the right things, and come back and check with her and talk with her. I could tell philosophically we were really on the same track. We identified as people and women, as well as professionally. She said, "Hey, there's a conference coming up. I think you should present." So I presented at major conferences, and did things like that. It was wonderful!

Whether discussing team teaching experiences, reading recovery training, or leadership roles, the teachers constantly referred to professional knowledge and a shared vocabulary as powerful motivation and confidence building.

Rosenholtz (1989) suggested that attitudes at the top echelons of district administration filter down through the administrators and teachers to create moving systems (self-renewing) or stuck systems (non-renewing). The data in this study indicate that the interplay of various pieces of the puzzle may be very changeable over time and that renewal of these teachers may be hindered, but is unlikely to be stopped, by school climate, administrators, or superintendents.

Goodlad (1983) observed that the more satisfying schools were those that self-renewed; that is, that undertook continuous evaluation of programs, examined alternative procedures, and had faculty willing to try new ideas (pp. 54-55). When the teachers in this study find such a school, they tend to stay there as long as self-renewal can occur. One participant has chosen to transfer to different grade levels as a source of self-renewal, but has stayed in the same school many years, appreciating an environment in which she feels she can do her best and recognizing colleagues who support learning and who have built intimate collegial relationships. These kinds of schools seem to encourage respect for individuals and treating others as equals, both very important ingredients of professionalism for these teachers.

While the teachers agree that "a principal can make or break a school," they quietly "find ways" to create a workable climate for themselves and locate supportive colleagues, or else they leave the school. Each teacher works hard to get along with colleagues, contribute to the school, and find or create support within the school. The reasons given by these teachers for transferring include the need to renew themselves, the belief that they are not able to do their best job teaching in a given school, the belief that their services are not being utilized, an overly directive and restrictive principal, a job that runs counter to their philosophy, one or more colleagues also leaving the school, and a school climate they perceive to be unhealthy and distracting. When their teaching is not supported by the administrator, when the administrator's beliefs about teaching/learning are opposed to their own, or when the administrator interferes with their classroom teaching, the teachers look for a school whose climate will support their beliefs and style of teaching.

The same holds true for colleagues, although the critical mass of support is unknown. What is known, however, is that collegial support, as well as a culture encouraging teacher learning and innovation, is so important to these teachers that when supportive team mates left a given school, their choice influenced the participant's decision to transfer as well.

Implications of the Case Studies

Three major areas affecting teachers as learners and leaders include epistemological issues, contextual issues, and what we refer to as an ethic of care.

The participants were aware of and affected by these areas regardless of their role or length of experience in education. Although the scope of this paper does not allow elaboration of how these three areas could be specifically articulated and discussed in teacher education and leadership education, we believe that these areas must be emphasized early in teachers' careers and that the embedded dispositions and/or skills must be learned and practiced over a sustained period of time by both university and school faculty.

Epistemological Issues

Issues of knowledge and power, as well as knowledge and expertise, were most acutely felt by the co-teachers in Case Study A although indirect references were also made by participants in the other two case studies. The issue of theory and practice (e.g., Dewey, 1904/1965) or professional and practical knowledge (e.g., Tom and Valli, 1990) is not new and remains an explicit or implicit impediment to changing roles for both school-based learners (Collinson, forthcoming) and university faculty (Hohenbrink, 1993). The following comment by a teacher with a long track record of being a learner and district leader underscores the urgency of long term discussions and partnerships between school and university faculty:

> Those people [who have been out of a school for some time] can *not* tell a classroom teacher how to do it. Unless you've lived it, you don't know it. You know some pie-in-the-sky kinds of things but people are pie-in-the-skied to death. Don't tell me just to integrate my curriculum, don't tell me to flexible group -- I don't know *how*."

This refrain brings up the issue of knowledge and actions. One can almost hear the old adage, "Do as I say, not as I do." The tradition of egalitarianism within

the teaching profession makes the role of teacher leader fragile at best: Not only may changing roles be defined by the strengths or weaknesses of both the teacher leaders and their contexts and therefore be highly variable, the teacher leaders also find the teacher/teacher issues of knowledge and expertise and knowledge and actions as vexing as the professor/teacher credibility gap. One teacher who has been both classroom teacher and district resource leader has seen the issues from both sides:

> [When asked to provide assistance for teachers to implement a new reading series], I'd say, "Oh, my gosh, I've never used this series. I've never taught that and here I am telling her [another teacher] what she'd better do." Teachers tend to resent that very much.

Long term collaboration and conversation may hold potential for understanding differing conceptualizations of learning, teaching, and knowledge.

Contextual Issues

Such discussions might also help uncover why teacher leaders feel "like [they are] playing hooky just being in the car during the day," let alone why they are taking time on the job to discuss, read, or think about professional issues. What is clearer is that teachers who have had substantial periods of time team teaching in an open space or observing colleagues teaching can reap great benefits related to learning and leadership (Collinson, forthcoming). The teachers in Case Study C recognized that teaching with other adults taught them to examine and monitor every word and action directed at students. They came to value having adults (teachers or parent volunteers) as a "personal behavior barometer" ("You function differently when there's an adult listening to every word you say."), as a source of

humor, as peer evaluators, and as a resource for learning. And working collaboratively allowed them to glimpse possibilities they may not have discovered on their own:

> If you never have the opportunity to see anyone else teach or to have anyone give *you* feedback on what's going on, then you *don't* tend to improve yourself. You just have no way to improve 'cause you don't know what you're trying to get to be. You don't know what's better.

Their experiences parallel what Hoy, Tarter,and Kottkamp (1991) refer to as openness of teacher behavior and indicators of organizational health; namely, meaningful and tolerant interactions, support for a cohesive network of social relationships, and acceptance of and respect for colleagues' professional competence (pp. 155-171). Further, for the teacher leaders in the case studies, making one's practices explicit by being put into the position of having to justify or explain to others what one is doing was recognized as very beneficial learning: For the teacher explaining, it can encourage reflection, self-examination, recognition of one's knowledge or further need to know, and clarification of reasoning; for the listener, it can help create tolerance through the recognition that there are multiple effective ways of approaching teaching and learning and can also indicate alternative ways of knowing or solving problems that individuals may not have figured out by themselves.

Participants in Case Study B all felt as though they didn't quite fit in any particular place. Not only does this relate to the importance of creating a supportive cohort of clinical educators, it also represents how difficult it is to move, restructure, or change the field of education. It would be naive to think that all teachers,

administrators, and university faculty would welcome new roles. It would be equally facile to think that teacher leaders could or should tackle on their own the indifference, detachment, and isolation they experienced in their new roles. The participants survived these difficult aspects of change as their roles emerged because they were strong, committed teachers with a track record of innovation and experimentation, leadership skills built through practice, and individual support systems cultivated over time.

In Case Study B, not a single participant felt that the teachers in their home school were supportive and knowledgeable about the new leadership role. Not a single participant had any interaction beyond a casual greeting with any university faculty member other than the individual assigned to their specific PDS project. The sense of "not belonging anywhere" has to be addressed if individual schools, districts, or departments in Colleges of Education hope to attract and retain teacher learners and leaders. Universities that undertake partnerships with schools need to engage in making explicit the ways in which university contexts can enhance teaching and learning for *both* teachers and professors, as well as ways in which schools can be supportive of university-based personnel.

An Ethic of Care

Discussion of an ethic of care is difficult because care comes in many guises and is manifested in so many different ways. Yet it is considered a desirable attribute of teachers and its presence or absence is recognizable. Care is associated with relationships, support, respect, trust, openness and skill in communication, a

willingness to share ideas, commitment, meaningful rewards, intrapersonal and interpersonal skills (Collinson, forthcoming).

The overwhelming emphasis of the teachers in these case studies was on relationships and their connection to well-being and learning. Louis (1992) noted the importance teachers attach to equating respect with trust and the priority they put on being respected by colleagues. The teachers in Case Study C linked respect to a sense of professionalism, a characteristic they seek in colleagues. Like other teachers recognized as continuous learners, they also try to find colleagues who are high-performing and who share a similar disposition to learn (also see Campbell, 1988 and Stevenson, 1986).

Additionally, in order to establish a valued relationship, the teachers require time to know the philosophy, work ethic, and strengths of each other. This information, and the willingness of colleagues to share and be open to new ideas, seems to build the foundation for the kind of close collegiality that can overcome contexts perceived to be negative and unhealthy (Collinson, forthcoming). While not much is known concerning the intricate dynamics of relationships and their impact on new roles, these three case studies indicate that a network of collegial relationships are an important resource for veteran teachers' learning and an indispensable support for emerging leaders.

No one knows how many proficient teachers have left the profession because they could not find supportive relationships and contexts that encouraged learning. However, given that leaders are learners, if teachers with a strong disposition to

learn cannot find opportunities and environments to support their learning, then we cannot expect to find (among school- or university-based teachers) the kinds of leaders we will need for the future.

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